

# Peralta Community College District

Berkeley City College  
College of Alameda  
Laney College  
Merritt College



## Instructional Program Review Handbook

Fall 2015



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# Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

# Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team
  - Core data elements
  - Completion of a Comprehensive Instructional Program Review Narrative Report every three years
  - Validation of the Comprehensive Instructional Program Review Report
  - Completion of three reporting templates (found in the appendix). They are:
    - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.
    - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
    - The *Validation Process Form* in which to document the validity of the program review.
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- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.
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Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

# The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

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**Validation:** A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

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# Core Data Elements

## Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1<sup>st</sup> of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
  - Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
  - FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
  - College productivity rate for the last three years.
  - Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
  - Total degrees and certificates awarded by the college, per year, for the last three years.
  - Retention rates by course and discipline, department or program for the last three years.
  - Overall college retention rate.
  - Course completion (student success) rates, by course and discipline, department or program for the last three years.
  - College course completion rates for the last three years
  - Faculty Demographics: Full-time/part-time, age, gender, ethnicity
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## Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
  - A list of degrees and certificates
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B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
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C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

# Definitions

**Discipline:** An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

**Department/Program:** An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

**FTEF (Full Time Equivalent Faculty):** Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

**FTES (Full Time Equivalent Student):** This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

**FTES/FTEF (Productivity):** The ratio of full-time equivalent students to full-time equivalent instructors.

**Retention:** After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

**Student Success:** Course completion rate with a grade “C” or better.

# The Comprehensive Instructional Program Review Report

## 1. College Of Alameda

### Athletics

November 16, 2015

#### Members of the Comprehensive Instructional Program Review Team:

Myron Jordan  
Athletic Director

#### Members of the Validation Team:

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## 2. Narrative Description of the Discipline, Department or Program:

In keeping with the College Mission, the institution subscribes to the philosophy that the Athletic Program plays an integral role in the total education process of Student Athletes. The purpose of the athletic program is to provide intercollegiate participation to enable students to realize their potential within an extended education context. Transfer, degree attainment and retention are the indicators for student success and remain the top priority of the Athletic Program.

### Background Information

- **Athletics**

College of Alameda, located in the northwest sector of the City of Alameda on the island of Alameda, is the third largest member of the multi-college Peralta Community College District (PCCD) which includes Laney and Merritt College in Oakland and Vista College in Berkeley. All four colleges are situated within a 10-mile radius of each other, the closest being College of Alameda and Laney College at a distance of 1.1 miles. With the exception of Berkeley City College, the remaining three sister colleges offer separate athletic programs. However, of note is the distribution of men's and women's sports among the three College programs which take into account sport-specific District teams located at individual colleges. The formation of District teams was a result of a financial crisis in 1988 necessitating a state loan for the District to remain solvent. Layoffs and the streamlining, re-location and/or elimination of instructional programs which include athletics, was a painful effort at recovery that took four years.

Formation of District teams also took account the close proximity of the college and the realization that, to offer all sports at all colleges, would compete for the same athletes. Moreover, Laney College's size, localization and subsequent larger student enrolment was seen to be too formidable against which College of Alameda could compete given its smaller campus and enrollment. However, given the interest in volleyball, an available facility and the need to provide participation opportunity for women after a 3-year hiatus, the women's volleyball team at College of Alameda in 1994 was re-instated in

competition with an establish team at Laney College. Both teams fluctuate in the number of female athletes participating from year to year. There are also two men’s basketball teams, one at Merritt College and the other at College of Alameda, the rationalization being that there is abundant interest and numbers to accommodate more than one District team.

The following four-year institutions are in proximity to the College of Alameda:

- a. California State University East Bay
- b. University of California, Berkeley
- c. Patten College
- d. Holy Names College
- e. Mills College

The challenge to College of Alameda’s athletic programs continues to be recruitment of in-district student athletics by large more prestigious colleges (Chabot, Diablo Valley, San Jose City, San Francisco City, and Santa Rosa) colleges.

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### **3. Curriculum:**

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

*Attach the Curriculum Review Report or Answer these Questions:*

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Yes, currently athletics has 3 courses in Taskstream that have all been updated within the last three years.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

The college anticipates increasing the number of athletic teams by offering women’s basketball in fall 2016 and men’s baseball or soccer in fall 2017. This will increase the number of course offerings.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

N/A

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### **4. Assessment:**

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

The SLO's are published in the syllabi that are distributed to students who enroll in classes.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

Improvement 1.

No information was found

Improvement 2.

No information was found

Improvement 3.

No information was found



**At-a-Glance - Status Report**

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**COURSE ASSESSMENT**

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**Legend:** 🟡 In Progress (Not Shared)   🟢 Shared (Not Reviewed)   🟩 Reviewed

Organizational Area	2012-2013 Assessment Cycle
ATHL 002 Basketball Foundations (PE 58 A-D)	<b>Status Report</b> <i>Not Started</i>
<b>SUMMARY:</b>	0 In Progress 0 Shared 0 Reviewed 0 Total

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created with 

At-a-Glance - Status Report



COURSE ASSESSMENT

Legend: 🚦 In Progress (Not Shared) 🔄 Shared (Not Reviewed) ✅ Reviewed

Organizational Area	2012-2013 Assessment Cycle
ATHL 006 (PE 91 A-D) D Basketball - Men (Intercollegiate)	Status Report
	Not Started
SUMMARY:	0 In Progress 0 Shared 0 Reviewed 0 Total

created with taskstream



At-a-Glance - Status Report

COURSE ASSESSMENT

Legend: 🚦 In Progress (Not Shared) 🔄 Shared (Not Reviewed) ✅ Reviewed

Organizational Area	2012-2013 Assessment Cycle
ATHL 071 (PE 101 AB) B Volleyball - Women (Intercollegiate)	Status Report
	Not Started
SUMMARY:	0 In Progress 0 Shared 0 Reviewed 0 Total

created with taskstream



At-a-Glance - Status Report

COURSE ASSESSMENT

Legend: 🚦 In Progress (Not Shared) 🔄 Shared (Not Reviewed) ✅ Reviewed

Organizational Area	2013-2014 Assessment Cycle
ATHL 002 Basketball Foundations (PE 58 A-D)	Status Report
	Not Started
SUMMARY:	0 In Progress 0 Shared 0 Reviewed 0 Total

created with taskstream

At-a-Glance - Status Report



COURSE ASSESSMENT

Legend: 🚦 In Progress (Not Shared) 🔄 Shared (Not Reviewed) ✅ Reviewed

Organizational Area	2013-2014 Assessment Cycle
ATHL 006 (PE 91 A-D) D Basketball - Men (Intercollegiate)	Status Report
	<i>Not Started</i>
SUMMARY:	0 In Progress 0 Shared 0 Reviewed 0 Total

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At-a-Glance - Status Report



COURSE ASSESSMENT

Legend: 🚦 In Progress (Not Shared) 🔄 Shared (Not Reviewed) ✅ Reviewed

Organizational Area	2013-2014 Assessment Cycle
ATHL 071 (PE 101 AB) B Volleyball - Women (Intercollegiate)	Status Report
	<i>Not Started</i>
SUMMARY:	0 In Progress 0 Shared 0 Reviewed 0 Total

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At-a-Glance - Status Report



COURSE ASSESSMENT

Legend: 🚦 In Progress (Not Shared) 🔄 Shared (Not Reviewed) ✅ Reviewed

Organizational Area	2014-2015 Assessment Cycle
ATHL 002 Basketball Foundations (PE 58 A-D)	Status Report
	<i>No Access</i>
SUMMARY:	0 In Progress 0 Shared 0 Reviewed 0 Total

created with taskstream

**COURSE ASSESSMENT**

**Legend:**  In Progress (Not Shared)  Shared (Not Reviewed)  Reviewed

Organizational Area  ATHL 006 (PE 91 A-D) D Basketball - Men (Intercollegiate)	<b>2014-2015 Assessment Cycle</b>  <b>Status Report</b>  No Access  SUMMARY: 0 In Progress 0 Shared 0 Reviewed 0 Total
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**COURSE ASSESSMENT**

**Legend:**  In Progress (Not Shared)  Shared (Not Reviewed)  Reviewed

Organizational Area  ATHL 071 (PE 101 AB) B Volleyball - Women (Intercollegiate)	<b>2014-2015 Assessment Cycle</b>  <b>Status Report</b>  No Access  SUMMARY: 0 In Progress 0 Shared 0 Reviewed 0 Total
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- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

**Plan 1. ATHL 071 Volleyball-Women Intercollegiate**

Participation/Turnover rates is extremely high for female athletes’ especially second year female athletes, more attention will continually be given to the high number of first year female student athletes.

**Plan 2.ATHL 6 Basketball-Men Intercollege**

Athletes struggled in the area of rebounding, more attention will be given to rebounding in the tryout class (Kinesiology 80A).

**Plan 3. ATHL 6 Basketball-Men Intercollege**

Because more athletes were freshman and it sometimes takes a year to develop good weight training techniques. More strenuous weight training programs will be implemented to help the student achieve success.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

N/A

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

N/A

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

In keeping with the college mission, and institutional learning outcomes it subscribes to the philosophy that the athletic program and personnel play an integral role in the total educational process of student athletes. The purpose of the athletic program is to provide intercollegiate athletic participation to enable students to realize their potential within an extended educational context.

Academic success remains the main priority of the athletic program. The matriculation components of admissions, assessment and orientation, academic advising and counseling and follow-up are keys to enrolling and retaining students in appropriate classes or programs. This will enable each student to achieve the highest possible academic and athletic success while at the College of Alameda. Appropriate student support services such as financial aid, tutoring, childcare and special education programs provided further assistance to student athletes. Retention, program/courses/degree and certificate of completion and/or transfer, and other successful student outcomes are more likely to be achieved when all instructional and support services are brought to bear on the education, physical and emotional wellbeing of student athletes. Equally important the institutional adheres to the belief that athletics promotes the growth and development of values in leadership, character, sportsmanship, teamwork and respect for others.

Athletic recruitment of any individual residing outside the Peralta services area and the surrounding contiguous district is prohibited. Likewise, any student of another California Community College, regardless of residents shall not be athletically recruited.

The College President, in concert with the Vice President of Instruction, and the Athletic Director is responsible for ensuring that the college is in compliance with the rules and regulation pertaining to athletic recruitment.

If an out-of-district student prospect from another California Community College District makes an unsolicited inquiry (first contact) with College of Alameda regarding athletic participation, Form C (Out of District Student Contact Record) is to be completed on the first person to person visit within district boundaries and kept on file in the Athletic Director's office. At no time will College of Alameda coach conduct athletic recruiting with a non-district prospect out of the Peralta service area.

Subsidization (providing any manner of financial assistance in return for a prospect's athletic services) is not permitted. A sanctioned job wherein work value is received is not considered subsidization.

Inducements (acts that are designed to entice a prospect such as meal, class, schedule, home visit, invitation to an on-campus activity, etc.) may only be provided to prospects who reside in the Peralta service area.

The giving of special privileges or consideration to athletes to the exclusion of all other students is prohibited. Athletic ability cannot be used as a criterion, whether stated or not, to receive services of financial awards, loans or grants, free or reduced rates of housing, meals, books, supplies, transportation, or student body cards for which all other students are also eligible.

## **Current Components**

In striving to provide student athletes with the best opportunity possible to grow and develop both on and off the court, the following athletic program objectives have been established which will:

- Ensure the safety and welfare of student athletes as a primary concern;
- Recognize the value and worth of the athletic programs as an extension of the college's total educational program;
- Employ the highest levels of professional instruction and supervision to enable students to achieve excellence of performance while demonstrating ethical conduct characterized by honesty, integrity and good sportsmanship;
- Strive for maximum opportunity for amateur participation of all student according to their interest and abilities;
- Ensure fair and equitable treatment of all athletes as well as individual sports programs;
- Provided the best possible equipment, facilities and supplies to meet programmatic needs as well as enable all teams to achieve a high degree of competitiveness;
- Endeavor to provide opportunities for character and team-building within a moral and ethical framework.
- Involve the collective effort of athletic personnel, parents, faculty and staff, students and the community-at-large-to support the athletic program's goal for sound academic progress of its student athletes which include:
  - Course/program completion
  - Degree or certificate acquisition
  - Transfer
  - Development of social and civic responsibility
- Assist in the development of self-confidence, individuality, mutual cooperation and social and political responsibility and to foster understanding and respect for individual from diverse backgrounds and cultures.

## **Describe Unique Aspects of the Program**

The state organization under which athletic exists is called the California Community College Athletic Association (CCCAA).

Since 1940, the California community colleges have become the largest postsecondary education entity in the world. The system is composed of 71 districts, 107 colleges, employs more than 60,000 people, contains approximately 3,400 structures, encompasses 43 millions square feet or space, and has an annual state budget of \$1.6 billion. Of greater importance, its colleges educate over 1.4 million students each year.

One out of every 15 adult Californians are involved with the community colleges and approximately half of all adult Californians have attended a California community college.

An integral part of this extensive educational system is the Community College League of California (CCLC), Commission of Athletics (COA).

As authorized by the State Legislature, the Education code gives the COA the opportunity and authority to establish rules and regulations to administer the athletics activities of the over 23,000 men and women student athletes within the state.

The 13-person Commission of Athletics, with members being college presidents, meets throughout the year to establish policies and procedures to maintain a consistency of program operation.

In addition, a network of post-conference competition had been developed and sponsored by the Commission. Each year, more than 100 regional and state final events produce champions in 20 men's and women's sports.

There are nine individual sport conference located geographically throughout California. Each conference is guided by college-developed bylaws which allow to coexist under the umbrella of Student Athletic Code rules established by the COA.

The Commission annually sponsors a Sport Hall of Fame Award and a Wilson Scholar Athlete Award. Each year, these highly prestigious awards are presented to those who have historically served for the betterment of athletics and those are designated as scholar athletes.

The history of the California community college sport alumni is varied and illustrious. NCAA universities and professional sports rosters are bolstered by athletes who started their postsecondary competition in the California community colleges. Moreover, leaders in business and industry around the United States attribute a part of their success to their experiences in the California community college athletic and educational processes.

College of Alameda belongs to the Bay Valley Conference (BVC). All teams compete against opponents in the league. Opponents are listed below:

Bay Valley Conference

Alameda  
Contra Costa  
Laney  
Marin  
Mendocino  
Merritt  
Napa Valley  
Solano  
Yuba

Note: College of Alameda may not offer some sports you may want to participate in, you can remain a College of Alameda student and play the following sports at Laney or Merritt College. These sports are Swimming, Football, Baseball, Track and Field, women's water Polo and Basketball.

Currently, College of Alameda offers the following two (2) sports:

<p><u>Men's Basketball</u></p> <p>Robert Bishop                      Head Coach</p> <p>Gerald Arcement                      Assistant Coach</p> <p>Monte Chadwick                      Assistant Coach</p> <p>Larry Williams                      Assistant Coach</p>	<p><u>Trainer</u></p> <p>Stan Nakahara</p> <p>Men's Basketball</p>
<p>Women's Volleyball</p> <p>Linda Thompson                      Head Coach</p> <p>Dave Oughtred                      Assistant Coach</p>	<p><u>Trainer</u></p> <p>Stan Nakahara</p> <p>Women's Volleyball</p>

The institution strives to provide for the needs of women's programs to the same degree that it provides for the needs of the men's programs. Budgeted disparity can be shown to be based not on intent but rather as matter of number of athletes served, length of season, and number of contest scheduled. District and institutional policies and procedures govern equity component areas are as follows:

- a. Equitable funding for uniforms, equipment and supplies selected by the individual coaches;
  - b. Identical meals allowances for all athletes and support staff;
  - c. Identical modes of team transportation;
  - d. Equitable choice of housing accommodation during tournaments;
  - e. Practice and competitive schedules which accommodate athletes, coaches and staff members of the respective teams;
  - f. Equal access to practice/competitive facilities, lockers rooms, weight and conditioning facility determined by which sport is in season at the time.
  - g. There are only two head coaches and both are part time.
  - h. Any additional sports added would first be for female athletes due to Title IX legislation.
- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

Organizational Area(s) within ATHL 002 Basketball Foundations (PE 58 A-D) aligned with Institutional Learning Outcomes (College of Alameda AMS)

Legend: Mapped Measure Added

Organizational Area	Problem Solving Solve problems and make decisions.	Communication and Technology Technology and written and oral communication.	Creativity, reflection Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	Awareness and Diversity. Respectful interpersonal communications.	Civic Responsibility personal, civic, social and environmental responsibility.
ATHL 002 Basketball Foundations (PE 58 A-D)	<b>Problem Solving and Decision Making</b> Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.	<b>Technology and Communication</b> Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	<b>Reflection, Participation, Creativity</b> Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	<b>Interpersonal Skills</b> Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	<b>Civic Responsibility</b> Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
<b>SUMMARY:</b>	1 Mapped 1 Measures Added	0 Mapped 0 Measures Added	0 Mapped 0 Measures Added	0 Mapped 0 Measures Added	0 Mapped 0 Measures Added

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Organizational Area(s) within ATHL 006 (PE 91 A-D) D Basketball - Men (Intercollegiate) aligned with Institutional Learning Outcomes (College of Alameda AMS)

Legend: Mapped Measure Added

Organizational Area	Problem Solving Solve problems and make decisions.	Communication and Technology Technology and written and oral communication.	Creativity, reflection Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	Awareness and Diversity. Respectful interpersonal communications.	Civic Responsibility personal, civic, social and environmental responsibility.
ATHL 006 (PE 91 A-D) D Basketball - Men (Intercollegiate)	<b>Problem Solving and Decision Making</b> Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.	<b>Technology and Communication</b> Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	<b>Reflection, Participation, Creativity</b> Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	<b>Interpersonal Skills</b> Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	<b>Civic Responsibility</b> Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
<b>SUMMARY:</b>	1 Mapped 1 Measures Added	0 Mapped 0 Measures Added	1 Mapped 1 Measures Added	0 Mapped 0 Measures Added	0 Mapped 0 Measures Added

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**Organizational Area(s) within ATHL 071 (PE 101 AB) B Volleyball - Women (Intercollegiate) aligned with Institutional Learning Outcomes (College of Alameda AMS)**

**Legend:** Mapped Measure Added

Organizational Area	<b>Problem Solving</b> Solve problems and make decisions.	<b>Communication and Technology</b> Technology and written and oral communication.	<b>Creativity, reflection</b> Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	<b>Awareness and Diversity.</b> Respectful interpersonal communications.	<b>Civic Responsibility</b> personal, civic, social and environmental responsibility.
<b>ATHL 071 (PE 101 AB) B Volleyball - Women (Intercollegiate)</b>	<b>Problem Solving and Decision Making</b> Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.	<b>Technology and Communication</b> Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	<b>Reflection, Participation, Creativity</b> Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	<b>Interpersonal Skills</b> Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	<b>Civic Responsibility</b> Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
<b>SUMMARY:</b>	1 Mapped 1 Measures Added	0 Mapped 0 Measures Added	1 Mapped 1 Measures Added	0 Mapped 0 Measures Added	0 Mapped 0 Measures Added

created with taskstream

**5. Instruction:**

- Describe effective and innovative strategies used by faculty to involve students in the learning process. Faculty utilize new weight machines, jump boxes and Russian weight techniques and barbells to help increase strength for the student athlete.
- How has new technology been used by the discipline, department or program to improve student learning?  
The state requires that all coaches use technology to input scores and access game schedules, official schedules and players statistics.
- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?  
The athletics department does not currently offer online courses however
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

N/A

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
  - Overall enrollment trends in the past three years

- An explanation of student demand (or lack thereof) for specific courses.
- Productivity for the discipline, department, or program compared to the college productivity rate.

**SUBJECT OVERVIEW**

**Fall '13 Alameda**

SUB	SECT	CENSUS	ENRL	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ATHL	2	38	38	7.97	1.16	9.12	0.00	0.00	0.78	0.78	11.75

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

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**TERM COURSES**

Fall '13 Alameda ATHL

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
ATHL:6	MEN'S BASKETBALL	1	20	20	2.97	0.16	3.12	0.00	0.00	0.24	0.24	20.00	3.12	0.24	12.84
ATHL:71	WOMEN'S VOLLEYBALL	1	18	18	5.00	1.00	6.00	0.00	0.00	0.53	0.53	18.00	6.00	0.53	11.25
Grand Total		2	38	38	7.97	1.16	9.12	0.00	0.00	0.78	0.78	19.00	4.56	0.39	11.75

**SUBJECT OVERVIEW**

**Spring '14 Alameda**

SUB	SECT	CENSUS	ENRL	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ATHL	1	12	12	1.49	0.75	2.24	0.00	0.00	0.29	0.29	7.83

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

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**TERM COURSES**

Spring '14 Alameda ATHL

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
ATHL:6	MEN'S BASKETBALL	1	12	12	1.49	0.75	2.24	0.00	0.00	0.29	0.29	12.00	2.24	0.29	7.83
Grand Total		1	12	12	1.49	0.75	2.24	0.00	0.00	0.29	0.29	12.00	2.24	0.29	7.83

**SECTION DETAILS**

**Fall '14 Alameda ATHL**

ID	CATALOG	CATL DESCR	ATTN	CENSUS	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1144243090	ATHL:6	MEN'S BASKETBALL	D	23	4.74	0.00	4.74	0.00	0.00	0.32	0.32	14.71
1144243091	ATHL:71	WOMEN'S VOLLEYBALL	W	10	3.33	0.00	3.33	0.00	0.00	0.53	0.53	6.25
Grand Total				33	8.07	0.00	8.07	0.00	0.00	0.86	0.86	9.43

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

**SUBJECT OVERVIEW**

**Spring '15 Alameda**

SUB	SECT	CENSUS	ENRL	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ATHL	1	16	17	2.69	0.18	2.86	0.00	0.00	0.27	0.27	10.43

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

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**TERM COURSES**

Spring '15 Alameda ATHL

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
ATHL:6	MEN'S BASKETBALL	1	16	17	2.69	0.18	2.86	0.00	0.00	0.27	0.27	17.00	2.86	0.27	10.43
Grand Total		1	16	17	2.69	0.18	2.86	0.00	0.00	0.27	0.27	17.00	2.86	0.27	10.43

SUBJECT OVERVIEW

Fall '15 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ATHL	2	39	39	8.22	1.07	9.30	0.00	0.00	0.81	0.81	11.47

Green: when productivity is 15 and above Yellow: productivity between 10 and 15 Red: productivity below 10

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TERM COURSES

Fall '15 Alameda ATHL

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
ATHL:6	MEN'S BASKETBALL	1	24	24	3.22	1.07	4.30	0.00	0.00	0.28	0.28	24.00	4.30	0.28	15.50
ATHL:71	WOMEN'S VOLLEYBALL	1	15	15	5.00	0.00	5.00	0.00	0.00	0.53	0.53	15.00	5.00	0.53	9.38
Grand Total		2	39	39	8.22	1.07	9.30	0.00	0.00	0.81	0.81	19.00	4.66	0.41	11.47

College productivity rate

College of Alameda

Term	Sect	Census	FTES_RES	FTES_NONR	FTES_TOTL	FTES_TOTL	PROD
Spring 2013	401	14948	1645.48	88.77	1734.25	99.94	17.35
Fall 2013	342	13529	1463.2	83.41	1546.61	88.77	17.42
Spring 2014	391	14334	1582.68	99.38	1682.06	100.8	16.69
Fall 2014	370	13590	1520.73	96.1	1616.84	98.1	16.48
Spring 2015	377	13480	1531.11	104.51	1635.61	101.02	16.19
Fall 2015	384	13655	1494.34	103.57	1597.91	99.95	15.99

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Women athletic teams only participate in the fall semester so many athletes drop out of school in the spring semester.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Classes are schedule based on the times students attend classes and work a part time job. Classes end around 1:00pm and do not affect student enrollment.

- Recommendations and priorities.

It is imperative that the college increase their athletic teams especially for women students, currently a budget proposal was sent to add teams to the President and Vice President of instruction for their review.

## 6. Student Success:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

The athletic departments success rates for fall 2013 (92%), and spring 2014 (100%) are significantly better than the college success rates fall 2015 (67%) and spring 2014 (67%)

College course completion standard

### Success by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAW	WITHDRAW RATE
F13	Alameda	ATHL	38	35	92.1%	2	5.3%

Total Graded = any grade, including W  
 Success = A, B, C, or Pass  
 Success Rate = Success / Total Graded  
 Withdraw = Withdraw from class  
 Withdraw Rate = Withdraw / Total Graded

### Success by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAW	WITHDRAW RATE
S14	Alameda	ATHL	12	12	100.0%	0	0.0%

Total Graded = any grade, including W  
 Success = A, B, C, or Pass  
 Success Rate = Success / Total Graded  
 Withdraw = Withdraw from class  
 Withdraw Rate = Withdraw / Total Graded

### Success by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAW	WITHDRAW RATE
F14	Alameda	ATHL	33	31	93.9%	2	6.1%

Total Graded = any grade, including W  
 Success = A, B, C, or Pass  
 Success Rate = Success / Total Graded  
 Withdraw = Withdraw from class  
 Withdraw Rate = Withdraw / Total Graded

## Success by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAW	WITHDRAW RATE
S15	Alameda	ATHL	17	0	0.0%	2	11.8%

Total Graded = any grade, including W  
 Success = A, B, C, or Pass  
 Success Rate = Success / Total Graded  
 Withdraw = Withdraw from class  
 Withdraw Rate = Withdraw / Total Graded

## Course Success: College

CAMPUS Alameda

	Term									
	2012		2013		2013		2014		2015	
	Summer	2012 Fall	Spring	Summer	2013 Fall	Spring	Summer	2014 Fall	Spring	2015
Success%	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%	

### ▼ PE 58A-B Basketball - Theory and Practice Outcome Set

#### Outcome

1.

Compare and contrast the mechanical, anatomical, and kinesiology principles that contribute to good technique in perfect fundamental skills (ball handling, footwork, and shooting).

#### ▼ Measure: Performance Evaluation

Direct - Other

#### Details/Description:

**Criteria for Successful Performance:** By the end of the semester, I would like at least 50% of students to be able to perfect advance skills in basketball utilizing kinesiology principles. Executing 2 of 4 performance skills.

**How will you collect this information?:** Observation, drills and game performance.

**Contact Person:** Myron Jordan

#### Findings for Performance Evaluation

*No Findings Added*

2.

Identify effects of a conditioning program to improve endurance and strength thereby reducing the potential for injuries.

#### ▼ Measure: Performance Evaluation

Direct - Other

**Details/Description:** A rubric is used to measure knowledge, teamwork and advance performance skills in basketball.

**Criteria for Successful Performance:** Demonstrate performance executing 2 of 4 advance performance skills: ballhandling, footwork, shooting and rebounding.

**How will you collect this information?:** Observation and evaluating performance through repetitive ballhandling, footwork, shooting, endurance, rebounding drills and game structure.

**Contact Person:** Myron Jordan

#### Findings for Performance Evaluation

3.

Analyze various defensive and offensive patterns of game play as well as individual and team strategy and tactics of the game of basketball.

#### ▼ Measure: Performance Evaluation

Direct - Other

#### Details/Description:

**Criteria for Successful Performance:** Demonstrate Knowledge of offensive and defensive strategies of the game.

**How will you collect this information?:** Evaluate them at the beginning of the semester and at the end of the semester.

**Contact Person:** Myron Jordan

#### Findings for Performance Evaluation

## ▼ PE 91A-D Basketball - Men (Intercollegiate) Outcome Set

### Outcome

#### 1.

Compare, contrast, identify the kinesiology principles that contribute to effective techniques in perfecting fundamental skills in basketball (ball handling, rebounding and shooting).

#### ▼ Measure: Performance Evaluation

Direct - Other

##### Details/Description:

**Criteria for Successful Performance:** By the end of the semester, I would like at least 100% of students to be able to perfect advance skills in intercollegiate basketball that include dribbling, shooting and rebounding.

**How will you collect this information?:** Observation, repetitive drills and game performance.

**Contact Person:** Myron Jordan

#### Findings for Performance Evaluation

**Summary of Findings:** There were 1 section of this course offered in fall during academic year 12-13. This 1 section was assessed for SLO 1. 92% of students demonstrated efficiency in dribbling skills (ball-handling), rebounding and shooting. 8% of the students demonstrated efficiency in dribbling skills and shooting, they struggled with all aspects of rebounding.

**Results:** Successful Performance Target Met?: Not Met

**Actual Performance Data:** 92% of students met this performance data.

**Use of Results/Plan of Action:** Given that 8% of students struggled in the area of rebounding, more attention will be given to drills that focus on rebounding techniques. We will continue to maintain target rate at 100% for the academic year of 13-14.

#### 2.

Analyze a game situation and devise solutions as to individual and team strategy and tactics and their application to basic offensive and defensive systems of play observation and student behavior and performance.

#### ▼ Measure: Performance Evaluation

Direct - Other

##### Details/Description:

**Criteria for Successful Performance:** Students show improvement at the end of the semester.

**How will you collect this information?:** Evaluate them using a pre-test at the beginning of the semester and a post-test to evaluate them at the end of the semester. Including in the evaluation process will be intercollegiate competition (won-loss records)

**Contact Person:** Myron Jordan

#### Findings for Performance Evaluation

**Summary of Findings:** 92% of students demonstrated the ability to analyze game situations and apply offensive and defensive strategies of play. 8% of students struggled with the defensive strategies of play. It is important to note that 92% of students also showed 100% improvement from the start of practice to the end of the season.

**Results:** Successful Performance Target Met?: Not Met

**Actual Performance Data:** 92% of students met this performance skill.

**Use of Results/Plan of Action:** We will continue to work with students on individual and group defensive techniques and strategies. We also will continue to use pre-test and post test to determine student success for the 13-14 academic year, and maintain the target at 100% for 13-14 year.

#### 3.

Identify intricacies of the sport by demonstrating knowledge and adherence to the rules of the game.

#### ▼ Measure: Performance Evaluation

Direct - Other

##### Details/Description:

**Criteria for Successful Performance:** Demonstrate knowledge of offensive and defensive strategies of the college game. There will be a pre-test and a post test to help evaluate student success.

**How will you collect this information?:** Knowledge will be tested and evaluated through intercollegiate practice and game participation.

**Contact Person:** Myron Jordan

#### Findings for Performance Evaluation

**Summary of Findings:** 100% of students demonstrated knowledge and adherence to the rules of the game.

**Results:** Successful Performance Target Met?: Met

**Actual Performance Data:** 100% of students demonstrated knowledge of offensive and defensive strategies of the game (play calling).

**Use of Results/Plan of Action:** More attention will be given to the students at the beginning of the semester utilizing repetitive drills along with constant feedback and evaluation.

4.

Identify effects of a conditioning program to improve endurance and strengthen muscles to reduce potential injuries.

▼ **Measure:** Performance Evaluation  
Direct - Other

**Details/Description:**

**Criteria for Successful Performance:** Show improvement at the end of the semester.

**How will you collect this information?:** Evaluate student at the beginning of the semester and at the end of the semester , utilizing a pre-test and post test to help evaluate student success.

**Contact Person:** Myron Jordan

**Findings** for Performance Evaluation

**Summary of Findings:** 100% of the students demonstrated improvement in the areas of endurance and strength.

**Results:** Successful Performance Target Met?: Met

**Actual Performance Data:** 100% of the students increased muscle strength to help reduce injuries during practice and games. More strenuous weight training programs have helped students achieve success.

**Use of Results/Plan of Action:** College athletics are constantly changing with the new techniques for training athletes, we will continue to stay current and watch the trends that occur in intercollegiate men's basketball field. In addition a pre-test and post-test will be given to student athletes to help monitor student success. The target rate for the 13-14 academic year will remain the same at 100%.

▼ **PE 101A-B Volleyball - Women (Intercollegiate) Outcome Set**

**Outcome**

1.

Identify advanced level skills in volleyball utilizing correct technique to perform competently and safely, passing, blocking and serving.

▼ **Measure:** Performance Evaluation  
Direct - Other

**Details/Description:**

**Criteria for Successful Performance:** By the end of the semester, I would like at least 100% of students to be able to perfect advance knowledge and skills in intercollegiate volleyball.

**How will you collect this information?:** Observation, Repetitive drills and game performance.

**Contact Person:** Myron Jordan

**Findings** for Performance Evaluation

**Summary of Findings:** There were one section of this course offered during academic year 12-13, it was offered in the fall semester. The 1 section was assessed for SLO 1. 100% of students demonstrated advance skill levels in volleyball at the collegiate level.

**Results:** Successful Performance Target Met?: Met

**Actual Performance Data:** 100% of students performed advance level skills in safety, passing, blocking and serving.

**Use of Results/Plan of Action:** Given that intercollegiate women's volleyball team class, students can only participate for two years and the turnover for students is high, more attention will be given to the high number of first year student-athletes through repetitive drills and game performance. However it is important to note that this group of students performed extremely well in comparison to students at other colleges. The target rate will remain at 100% for academic year 13-14.

2.

Analyze various offensive and defensive patterns of game play; as well as individual and team strategy. Utilize a pre-test and post test to help measure student success.

▼ **Measure:** Performance Evaluation  
Direct - Other

**Details/Description:**

**Criteria for Successful Performance:** 100% of students will demonstrate Knowledge of offensive and defensive strategies through intercollegiate practice and game participation.

**How will you collect this information?:** Knowledge will be tested and evaluated through intercollegiate practice and game participation.

**Contact Person:** Myron Jordan

**Findings for Performance Evaluation**

**Summary of Findings:** 100% of students were tested and evaluated through intercollegiate practice and game participation. It should be noted that students improved in all aspects of the game of volleyball from beginning of the season to the end of the season.

**Results:** Successful Performance Target Met?: Met

**Actual Performance Data:** 100% of students demonstrated knowledge of offensive and defensive strategies through intercollegiate practices and game participation.

**Use of Results/Plan of Action:** Since more attention was given to students by participating in spring and summer tournaments students improved their overall knowledge of offensive and defensive strategies of the game. The target rate will remain the same for the academic year 13-14.

3.

Identify good court etiquette based on knowledge of the history and playing rules of the sport. conduct a pre-test on the rules of the volleyball at the beginning of the season and a post test at the end of the season.

▼ **Measure:** Performance Evaluation  
Direct - Other

**Details/Description:**

**Criteria for Successful Performance:** 100% of Students show improvement at the end of the semester.

**How will you collect this information?:** Evaluate them at the beginning of the semester and evaluate them at the end of the semester through intercollegiate practice and game participation. Including team won-loss record.

**Contact Person:** Myron Jordan

**Findings for Performance Evaluation**

**Results:** Successful Performance Target Met?: Met

**Actual Performance Data:** 100% of students demonstrated good knowledge of the history and playing rules of the sport. The instructor utilized more one on one video sessions with first year players and this attributed to the student gaining a greater understanding of the sport.

**Use of Results/Plan of Action:** Given that rules of volleyball at the intercollegiate level are constantly changing, this past academic year the students participated in more spring and summer tournaments which did help increase student knowledge and skill level thereby increasing success. Maintain target rate at 100% for the academic year 13-14, however as second year students graduate it is important to note that success may fluctuate do to the level of understanding that first year players enter with.

4.

Identify effects of a conditioning program to improve endurance and strengthen muscles to reduce potential injuries. Use a pre-test at the beginning of the season and a post test and the end of the season to help evaluate student success.

▼ **Measure:** Performance Evaluation  
Direct - Other

**Details/Description:**

**Criteria for Successful Performance:** 100% of students show improvement at the end of the semester.

**How will you collect this information?:** Evaluate students physical condition at the beginning of the semester and evaluate them at the end of the semester. Student will perform a variety of conditioning drills daily during the semester.

**Contact Person:** Myron Jordan

**Findings for Performance Evaluation**

**Summary of Findings:** 100% of students demonstrated improvement in the areas of endurance and strength. Students demonstrated overall improvement from the beginning of the season to the end.

**Results:** Successful Performance Target Met?: Met

**Actual Performance Data:** 100% of students increased muscle strength to help reduce potential injuries during practice and games. The weight training and flexibility programs have helped students achieve success. During intercollegiate competition in 12-13 academic year students excelled in the above areas.

**Use of Results/Plan of Action:** Keeping in line with the action plan targeted for year 12-13.

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

There are not distance education courses in athletics.

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). For the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

The athletic departments retention rates for fall 2016 (94%), spring 2014 (100%) and spring 2015 (87%) compared favorably to the college retention rates for fall 2013 (90%), spring (100%) and spring 2015 (81%)

### Retention by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	RETAINED	CENSUS ENROLLMENT	RETENTION RATE
F13	Alameda	ATHL	36	38	94.7%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP  
Census Enrollment = Dropped after census or didn't drop  
Retention Rate = Retained / Census Enrollment  
Retained is not unduplicated and includes all courses per student

### Retention by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	RETAINED	CENSUS ENROLLMENT	RETENTION RATE
S14	Alameda	ATHL	12	12	100.0%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP  
Census Enrollment = Dropped after census or didn't drop  
Retention Rate = Retained / Census Enrollment  
Retained is not unduplicated and includes all courses per student

## Retention by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	RETAINED	CENSUS ENROLLMENT	RETENTION RATE
F14	Alameda	ATHL	31	33	93.9%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP  
 Census Enrollment = Dropped after census or didn't drop  
 Retention Rate = Retained / Census Enrollment  
 Retained is not unduplicated and includes all courses per student

## Retention by Course

by Subject ▼

TERM	CAMPUS	SUBJECT	RETAINED	CENSUS ENROLLMENT	RETENTION RATE
S15	Alameda	ATHL	14	16	87.5%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP  
 Census Enrollment = Dropped after census or didn't drop  
 Retention Rate = Retained / Census Enrollment  
 Retained is not unduplicated and includes all courses per student

## Course Retention: College

CAMPUS Alameda

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%

### Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
- ❖ The following goals have been established by which the college attempts to fulfill the college mission, athletic program philosophy and completion and retention rates of student athletes.
- ❖ Assist student athletes to identify and achieve their personal, education and career goals.
- ❖ **Measured**  
 Through the admission and records office utilizing the people soft system the athletic department will aggregate data to monitor student athlete progress and success.

Provide counseling and other supportive services to enable students to select appropriate goals and to receive assistance in realizing those goals.

**Measured**

The athletic department shall record student contacts with the following programs: financial aid, counseling, EOPS, DSPS, and student activities.

Provide quality instruction through regular and remedial courses to enable students to achieve competence in reading, writing and mathematics appropriate to their needs and abilities.

**Measured**

Though the study hall program and progress reports the athletic department can measure student’s success through both regular and remedial courses.

Offer student lower division courses appropriate for transfer to four year institutions or to complete requirements to earn Associate degrees or certificate of completion.

**Measured**

The college assessment test determines the entry level a new student athlete enrolls in either regular or remedial particularly in subjects’ Math and English. The athletic department will collect data on the incoming freshmen and what entry level they test through high school transcripts and SAT tests.

Provide College of Alameda student athletes with healthy, safe and appropriate facilities to ensure an equal chance of success with other conferences and state community colleges.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

N/A

**7. Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Currently the Division Dean is the athletic director. There is two (2) part time head coaches one for men’s basketball and one for women’s volleyball that receive stipends.

One assistant coach per sport will be compensated by a stipend. The assistant coach position can have more than one individual coach however they must divide the stipend payment. The athletic trainer is part-time and works for both men’s basketball and women’s volleyball during home games only. This is a problem because athletes often get injured during practice and are unable to receive treatment until a home game is scheduled. The Students Services Department provides an athletic counselor to work part-time. The athletic department relies heavily on student workers to assist with game day events.

Full-time faculty headcount     0      
 Part-time faculty headcount     2

Fall'15 Alameda

INSTRUCTOR	Cont/Temp	SUBJECT	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	COST CONT	COST EXSV	COST TEMP	COST TOTL
Bishop, Robert	TEMP	ATHL	0.00	0.00	0.28	0.28	0.00	0.00	6120.94	6120.94
	<b>Total</b>		<b>0.00</b>	<b>0.00</b>	<b>0.28</b>	<b>0.28</b>	<b>0.00</b>	<b>0.00</b>	<b>6120.94</b>	<b>6120.94</b>
Thompson, Linda	TEMP	ATHL	0.00	0.00	0.53	0.53	0.00	0.00	13216.13	13216.13
	<b>Total</b>		<b>0.00</b>	<b>0.00</b>	<b>0.53</b>	<b>0.53</b>	<b>0.00</b>	<b>0.00</b>	<b>13216.13</b>	<b>13216.13</b>

- Describe your current utilization of facilities and equipment.

The gym, weight room, track and locker room is utilized by our regular students and students who participate in athletics.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Due to the increasing state regulation and the colleges lack of support for injured student athletes is recommended that the part-time trainer hours be increased to include eight (8) hours a week for treatment during the season and six (6) hours a week for out of season activities.

The college needs office support and are requesting an athletic secretary for 20 hours per week.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

The score board and score clock that is utilized for all homes games should be replaced with the next year. It is mandated by the California Community College Athletic Association (CCCAA) the organization that oversees all California athletics, it is recommended that colleges have scoreboard and score clocks and they are maintained in a workable order. The cables that raise and lower the baskets need to be replaced and upgraded due to strenuous usage.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

The gym floor needs to be stripped, waxed and buffed on a yearly basis, while daily cleaning is necessary due to usage by various contingencies. This process is needed to avoid a hazard of having students and athletes injured on an unclean floor.

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## 8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

There are no fulltime faculty in athletics.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The athletic department coaching staff conducts clinics and recruitment tours for potential student athletes, their families and the community. In addition partnerships are made through community collaborations at high schools and businesses. This year 2015 the athletic director developed a coaching guide to assist all athletic coaches with professional development and responsibilities.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The athletic department conducts regular meetings to discuss curriculum, program improvements, budget and game management.

In addition one of the adjunct coaches serves on the Bay Valley Conference Athletic Board as a representative of the college.

Adjunct faculty works closely with the Athletic Director and are involved directly in the decision making process for athletics.

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## **9. Professional Development:**

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

Adjunct faculty in the athletic department teach in the kinesiology discipline or work in the locker room area. They are provide training in taskteam, curricunet or passport. The athletic conference provides opportunity for faculty to receive updated trainings and or current trends in the field of athletics.

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## **10. Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale:

Provide study skills courses for student athletes that will help create peer work stations for reading, writing, math, and other class assignments; this will ensure class work is turned in correctly and on time.

- **Goal 2. Assessment:**

Activities and Rationale:

Ensure that all student athletes have ed plans on file and that head coaches monitor student class attendance by providing progress reports for each athlete.

- **Goal 3. Instruction:**

Activities and Rationale:

The classroom for student-athletes (gym, locker room, or fitness center), should be cleaned on a daily basis (stripped and repainted yearly if needed), and old equipment that can become a safety hazard should be removed immediately and replaced.

- **Goal 4. Student Success:**

Activities and Rationale:

Data is needed by the athletic department to accurately measure student success. Data for academic performance in the area of GPA, graduation and transfer rates are greatly needed.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

The athletic department has continued to engage in partnerships with business in the community, student athletes have received the following benefits from this partnership:

- Job opportunities – Security companies
- Food – local grocery outlet in Oakland
- Tickets to athletic events including University of California and Warriors games.
- Concussion training – Stanford University

# Appendices

# Appendix A

## Comprehensive Instructional Program Review Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Athletics

Contact Person: Myron Jordan

Date: November 19, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
<b>Human Resources: Faculty</b>	Hire athletic secretary	2	\$25,000.00	29	A.1
	Study skills instructor	2	\$ 6,000.00	31	
<b>Human Resources: Classified</b>					
<b>Human Resources: Student Workers</b>	Hire student workers to help support the athletic program.	1	\$10,000.00	28	A.1
<b>Technology</b>					
<b>Equipment</b>					
<b>Supplies</b>					
<b>Facilities</b>	Replace 4 rims and backboards	3	\$12,000.00	28, 29	A.1
<b>Professional Development</b>					
<b>Other (specify)</b>	Increase athletic teams	4	\$80,000.00 Include 2 part-time head coaches and 2 part-time assistant coaches	8, 20	A.1

# Appendix B

## PCCD Program Review Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Athletics

Contact Person: Myron Jordan

Date: November 19, 2015

<b>Discipline, Department or Program Goal</b>	<b>Institutional Learning Outcome</b>	<b>PCCD-College Goal and Institutional Objective</b>
1. Provide study skills course for student athletes.	1	A.1
2. Student athletes have current ed plans on file and monitor class attendance by using progress reports.	1	A.1
3. Provide clean and safe facilities and classrooms.	1	A.1
4. Recommends the college provide data for student athlete academic performance that includes GPA, graduation and transfer rates.	1	A.3
5.		
6.		
7.		
8.		

# Appendix C

## Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Validation Team**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Received by Vice President of Instruction**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## **College of Alameda**

### **MISSION**

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

### **VISION**

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

### **VALUES**

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- \* Academic Excellence
- \* Budgetary Competence
- \* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

### **Institutional Learning Outcomes**

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

## District-College Strategic Goals & Institutional Objectives

**Strategic Focus:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

<p><b>Strategic Goals</b></p>	
<p><b>A: Advance Student Access, Equity, and Success</b></p>	<p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p><b>A.2 Student Success:</b> Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p><b>B: Engage and Leverage Partners</b></p>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

